

## BUSINESS INNOVATIVE STUDIES AND INITIATIVE GROUP – BISIG



BISIG- SOCIAL AND ECONOMIC RESEARCH  
CENTRE (SERC)



UNIVERSITY INSTITUTE OF THE DIOCESE  
OF BUEA (UIDB)

# SERC Analyses of student- administration relations in Cameroonian universities: Case of UIDB

May 4

# 2013

The Nature of student-administration relations, the effects of student-administration relations on the university and means to enhance peace in student-administration relations.

THE PEACE-CONFLICT THEORY  
OF STUDENT-  
ADMINISTRATION RELATIONS

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## About the BISIG and the SERC

This report is the fruit of a BISIG-sponsored and SERC-led study.

The **BISIG** (Business Innovative Studies and Initiative Group) is a research and consultancy group whose aspiration is to improve the economic situation of African societies through innovative Knowledge. It was founded in October 2012 in the Sole Catholic University of the South West Region of Cameroon, UIDB. The BISIG is run by business students in UIDB and works through a network of Professionals and Businesses to provide solutions to societal and economic problems. It has two arms: the societal research and business consultancy arms.

Social and Economic Research Centre (**SERC**) is the societal research arm of the BISIG. The SERC has as main aim to carry out research on major societal/economic issues and freely bringing up facts, suggestions and solutions to improve decision making of economic and political stakeholders. The SERC operates based on sponsorship and volunteerism.

The philosophy that drives the SERC has two main articulations: societal problems mainly arise from inappropriate knowledge; and constructive information from research can improve societal living.

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## I. INTRODUCTION

« The most appropriate way to change a nation is through education ». These words of former South African President, Nelson Mandela, reflect the necessity and importance of adequate education to all societies. The nature of education within a particular society greatly influences its level of economic and social development (Dahlin, 2002). This explains why Western societies with advanced educational systems are more economically developed than African societies with “backward” educational settings. An essential factor which makes Western education so distinct is its emphasis on research and innovation designed to solve educational problems and develop new methods of Knowledge transmission (Blosser, 1990) Research on education is therefore an essential pillar for sustainable development.

The Business Innovative Studies and Initiative Group (BISIG) is a Cameroon-based consultancy and research organisation aimed at providing innovative solutions and suggestions to improve African societies. The societal/economic research arm of the BISIG, the SERC (Social and Economic Research Centre) is aimed at operating research on social and economic issues to enhance African development. As a strategic social issue, education forms a focus of the SERC’s studies.

This report presents results of a SERC-led study carried out in February 2013 in the University Institute of the Diocese of Buea (UIDB), a Professional Higher education institution in the South West Region of Cameroon, Central Africa. Generally, the research had as principal aim to **“Analyse student-administration relations in a typical Cameroonian University and propose suggestions/solutions to improve universities’ performance.”**

Specific objectives of this research included to:

- Bring up the views of students and universities’ administration on major issues in a Cameroonian university
- Develop a theory that adequately explains student-administration relations in a Cameroonian university
- Bring up the effects of student-administration relations on universities and their activities.
- Come up with innovative suggestions and solutions to enhance ideal student-administration relations in UIDB in particular and Cameroonian universities in general.

The main research methods were Questionnaires and review of university-related documents. This ensured a collection of data from students and the university’s administration.

The research provided a wide array of striking facts. **94.5%** of students surveyed did not know the 2 arms that constituted their university. **54%** of students were against the idea of 2 mandatory weekly professional dressing days in their university. Some positive findings came up too, as **80%** of surveyed students appreciated the Economy of Communion (EOC), the official philosophy of their university. The research also showed that the university had a relatively **tall administrative organigramme** with power centralised at the top.

With the interpretation of results, we came up with a theory which described the relation between students and academic management- **The Peace/Conflict theory of Student-Administration Relations**. In this view, the relation between students and their university administration is marked by two opposing notions: **Peace** when student and administration have similar/common views; and **Conflict** when students and administration have opposing/contrasting views. Peace generally improves performance and conflict generally restricts progress and development.

The recommendations presented in this work are innovative and visionary and are meant to enhance Peace in student-administration relations and to promote universities' development. The report also includes a "change scheme" which portrays practical steps to implement proposed solutions/suggestions.

Globally, the report provides a great insight on higher education in Cameroon. The report is written in clear English and is widely illustrated to ease comprehension. The facts presented in this work are innovative and could be very useful to all players on the Cameroonian Higher Education scene: Students, Scholars, university administrators and government decision-makers. We are confident of its quality and exhort all those interested in Cameroonian Higher education to make use of this document to the fullest.

Momo Bertrand

President, BISIG

Buea, April 2013

## II. METHODS

The research had as objective to get key points in the Student-administration relationship. As such, it focused on getting information from two targets: UIDB's students and UIDB's administration/management.

### II. A. Data collection

Distinct methods were used to collect information from these two targets: questionnaires and University documents review.

#### II. A. 1. Questionnaires

Questionnaires were prepared to collect students' views. The questionnaires were aimed at: getting views of students on the university's culture, activities, administration, rating and problems; to check their knowledge of the university; and to see how they evaluate UIDB.

**(See appendix 1)**

The questionnaires had qualitative and quantitative questions aimed at getting diverse information from students. There was a total **14** questions with **11** closed questions and **3** open questions. The questionnaires were designed by researchers of the BISIG consultancy. Individual or groups of questions were aimed at getting specific information.

- The 1<sup>st</sup> question was aimed at getting students information: Programme; school; and level.
- The 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> questions were aimed at checking students' knowledge of the university and its administrators.
- The 5<sup>th</sup> and 6<sup>th</sup> questions were aimed at getting students' views on the ideal lecturer and the ideal student.
- The 7<sup>th</sup> and 8<sup>th</sup> questions were aimed at getting students' perspective on UIDB's extracurricular activities.
- The 9<sup>th</sup> and 12<sup>th</sup> questions were aimed at getting students' perception of 2 aspects of UIDB's culture: 2 mandatory weekly professional dressing days (Wednesday and Mondays) and the Economy of communion (EOC) philosophy. The 10<sup>th</sup> and 11<sup>th</sup> questions were aimed at getting students' views on UIDB's problems.
- The 13<sup>th</sup> and 14<sup>th</sup> questions were aimed at getting students' views on UIDB's rating

**200** identical questionnaires were prepared and shared to students of UIDB. We used stratified sampling with targets of at least 10 students from each level in each of the 5 main schools that make up UIDB: Management sciences; Engineering; Information Technology, Agriculture and natural resources; and HND. The essence here was to have a sample that was representative of all the institution.

The distribution of questionnaires was made in February 2013. It took, on a whole, **3** days to collect **111** filled questionnaires for analysis.

We chose questionnaires as principal means of research to portray the research as a "serious" one to students and to touch wide variety of students.

### **II. A. 2. University documents review**

Documents on the university were used to get perspectives on its administration/management. Administration/management here was mainly considered as top management who establish policies, expectations, activities, and programmes to guide the whole university. The review was aimed at getting views on University's administration, students, expressed culture, communication, facilities and infrastructure, and contingency plans. 4 sources were used here:

- **The UIDB 2012-2013 Calendar** was reviewed to get the university's planning, communication policies and academic policies. (Lyonga et al, 2012)
- **The UIDB Guide** was reviewed to get information on the provisions of the university's management policies, infrastructure, academic organisation and university culture. (UIDB, 2012)
- **The BISIG Report on the University Institute of the diocese of Buea** was reviewed to provide facts on communication and infrastructural realities within the university. (Momo et al, 2012)
- **"Minutes and resolutions of the UIDB First General Senate Meeting"** was consulted for details on administration and aspects of culture. (Mbog & Nkangha, 2013)

Main information inquired in administration's research included:

- Educational policies and settings
- Management of university
- Facilities/Infrastructure of university
- Culture of the university
- Communication within the university
- Contingency plans

The research on administration/management did not involve direct surveying of university officials mainly due to time constraints.

### **II. B. Data analyses**

To analyse the data collected, we grouped the data collected into categories and groups. We proceeded to compare data from students and administration to get areas of accordance. Based on this, we proposed solutions to enhance accordance in student-administration relations.

### III. FINDINGS

The research had 2 main axes: students; and administration. We will present the findings from students and administration separately.

#### III. A. Findings on students

The questionnaires distributed to students provided a wide array of facts on students' views (See appendix 1) The details of the **111** students surveyed are presented in the table below (Q1)

Programmes	Detailed Students' Statistics
Bachelor students.: <b>97</b>	- <b>33</b> Engineering B. Eng. Students: <b>13</b> Freshmen, <b>10</b> Sophomores and <b>10</b> Junior students. - <b>5</b> Information Technology B.Sc. students: <b>5</b> Sophomore students - <b>59</b> School of management sciences (SMS) B.Sc. students: <b>13</b> Freshmen and <b>46</b> Sophomore students.
HND (Higher National diploma) students: <b>14</b>	<b>14</b> HND year 1 students.

**Fig. 1: Students surveyed during the SERC research on UIDB**

The findings on students will be exposed in various categories.

In general, statistics on students' responses are presented with percentages, which reflect the proportion of these statistics in the respondents' population.

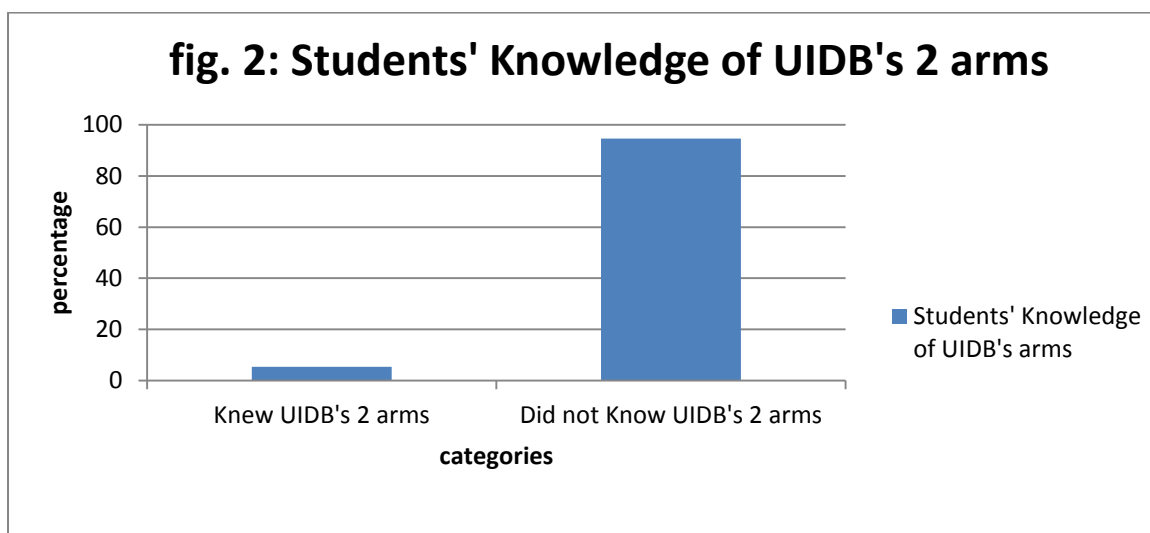
Charts and tables are used extensively to present information more adequately.

##### **III. A. 1. Students' knowledge of UIDB**

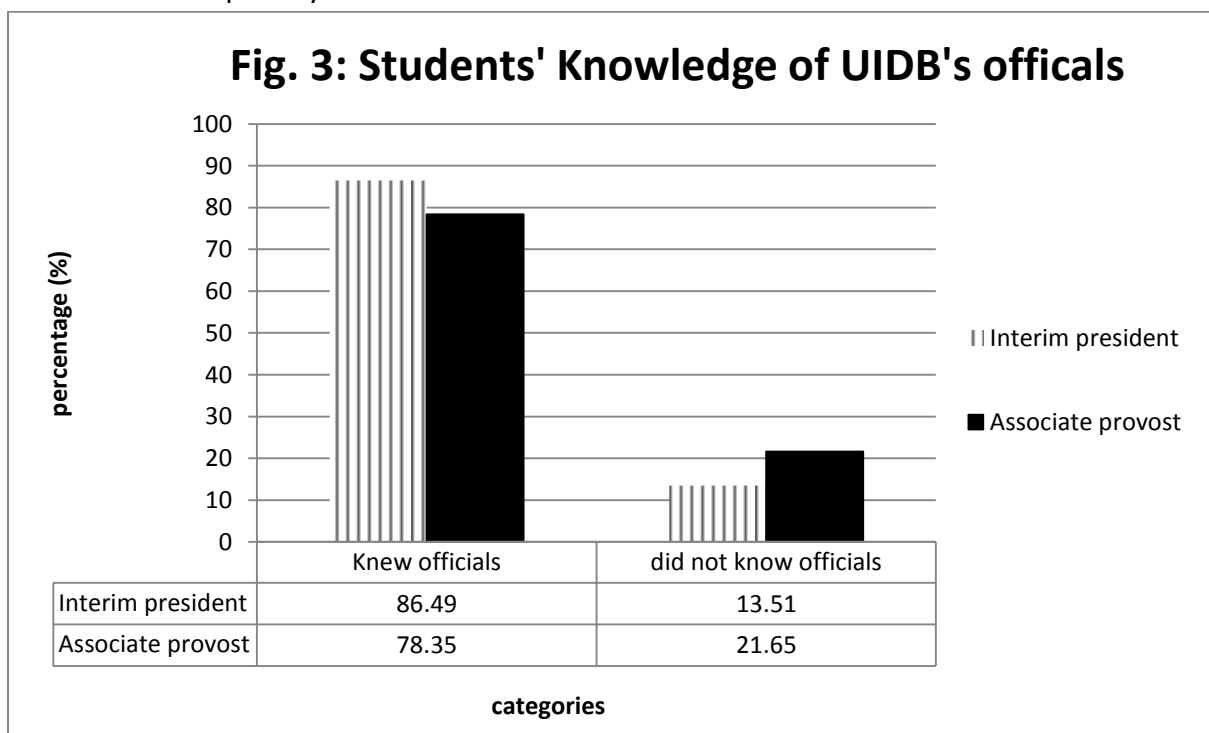
3 questions were directed at checking students' knowledge of the university and its administrators.

- Question 2 was directed at checking students' knowledge of the 2 arms of UIDB, the academic arm and UIDB- CERI (Centre for Entrepreneurship Research and Innovation). Out of 111 respondents, 105 students (94.59%) did not know UIDB's two arms and 6 students (5.41%) knew the UIDB's 2 arms. The chart below portrays this information:





- Question 3 and 4 were meant to check students' knowledge of their university's officials: their Interim president and their school's associate provost. Out of 111 respondents, **96 students (86.49%)** knew UIDB's interim-president and **15 students (13.51%)** did not know UIDB's interim-president. Out of 97 Bachelor students, **76 students (78.35%)** knew their school's associate provosts while **21 students (21.65%)** did not know their associate provost. The chart below portrays this information:



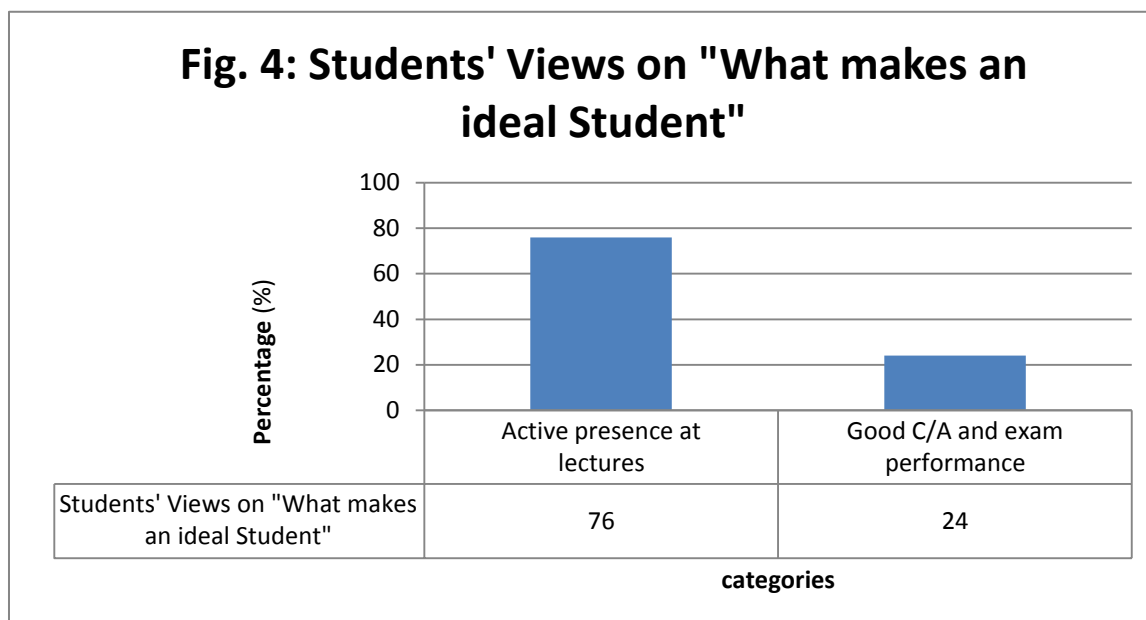
### III. A. 2. Students' views on Lecturers and students

Questions 5 and 6 were aimed at getting students' views on the ideal student and ideal lecturer.

- On the Ideal lecturer, out of 93 students, 39 (41.94%) believed the ideal lecturer should be intelligent and explanatory. 4 students (4.3%) believed the ideal lecturer should be funny and lively. 23 students (24.73%) believe the ideal lecturer should give clear and

comprehensive notes. 27 students (29.03%) believe the ideal lecturer should be a professional in his domain.

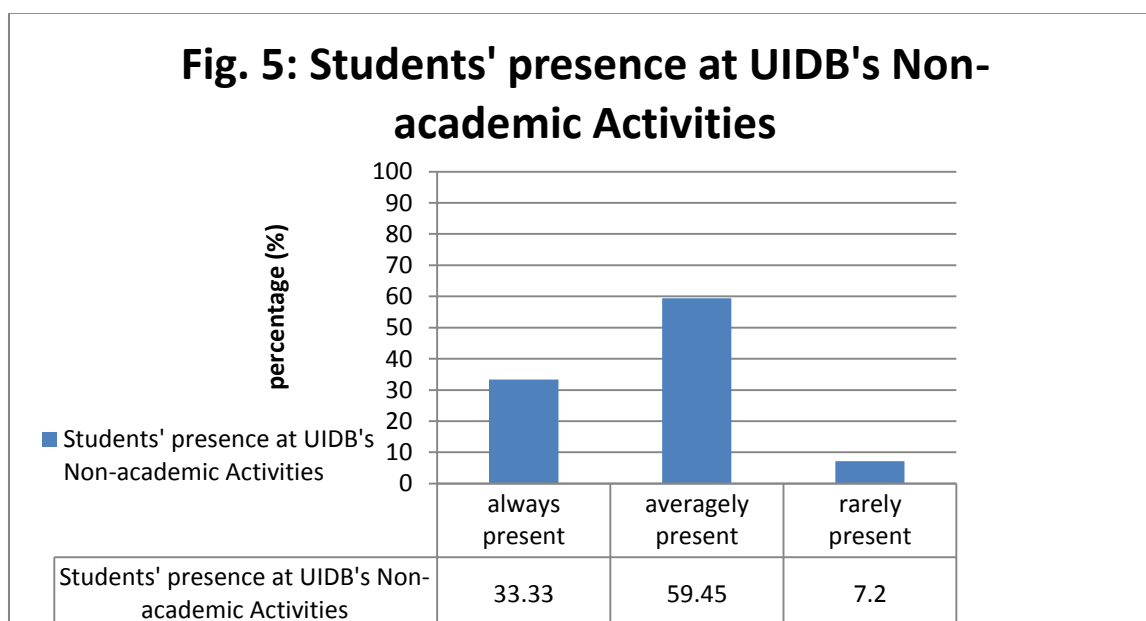
- On the ideal student, out of **100** respondents, **76 students (76%)** believe that what makes the ideal student is active presence in lectures. **24 students (24%)** believe good C/A and exam performance makes up the ideal student. The chart below portrays this information:



### III. A. 3. Students' views on UIDB's non-academic activities

Questions 7 and 8 were aimed at getting students' views on non-academic activities in UIDB.

- Out of 111 students asked how frequently they attended UIDB's non-academic activities, **37 (33.33%)** admitted being always present at UIDB's non-academic activities, **66 students (59.45%)** said they were only averagely present at UIDB's extracurricular activities and **8 students (7.2%)** admitted being rarely present at UIDB's non-academic activities. The chart below presents this information:



- The next question (Q8) was aimed at getting students' justification for their presence/absence at UIDB's non-academic activities.

The 102 respondents provided diverse answers to this question which were condensed and grouped into various categories. The tables below summarises students' response.

There were 40 positive views (39.21%) on UIDB's activities

Reason for presence at non-academic activities	Description/ Details
Activities are positive or advantageous <b>40 students (39.21%)</b>	<ul style="list-style-type: none"> <li>• To get open minded/social</li> <li>• To follow UIDB's philosophy</li> <li>• Having no reason for being absent</li> <li>• To know things apart from classroom teaching</li> <li>• To belong to UIDB</li> <li>• To gain entrepreneurship skills</li> <li>• Activities are enjoyable and interesting</li> </ul>

**Fig. 6: Reasons for Students' presence at UIDB's non-academic activities**

There were **62 negative views (60.78%)** on UIDB's non-academic activities

No.	Reasons for Students' absence from non-academic activities	Description/details
<b>1</b>	<b>Negative nature of activities</b> 12 students (11.76%)	<ul style="list-style-type: none"> <li>• Activities are boring</li> <li>• Activities are irrelevant and unimportant</li> <li>• Activities are very lengthy</li> <li>• Feeling not concerned by activities</li> <li>• Hatred for activities</li> </ul>
<b>2</b>	<b>Other Personal priorities</b> 30 students (29.41%)	<ul style="list-style-type: none"> <li>• Personal things to do</li> <li>• Need for Resting time</li> <li>• Unforeseen circumstances</li> <li>• Living at far distance from University</li> <li>• Taking ACCA program</li> <li>• Home/familial priorities</li> </ul>
<b>3</b>	<b>Negative Management of activities</b> 10 students (9.89%)	<ul style="list-style-type: none"> <li>• Forceful Imposition of activities</li> <li>• Threats associated to activities by administration</li> <li>• So many activities</li> </ul>
<b>4</b>	<b>Other Educational priorities</b> 7 students (6.86%)	<ul style="list-style-type: none"> <li>• Need for reading/study time</li> <li>• Clashes with academic activities</li> <li>• Need for research time</li> </ul>
<b>5</b>	<b>Information-related reasons</b> 3 students (2.94%)	<ul style="list-style-type: none"> <li>• No prior information/communication of activities</li> </ul>

**Fig. 7: Reasons for Students' absence from UIDB's non-academic activities**

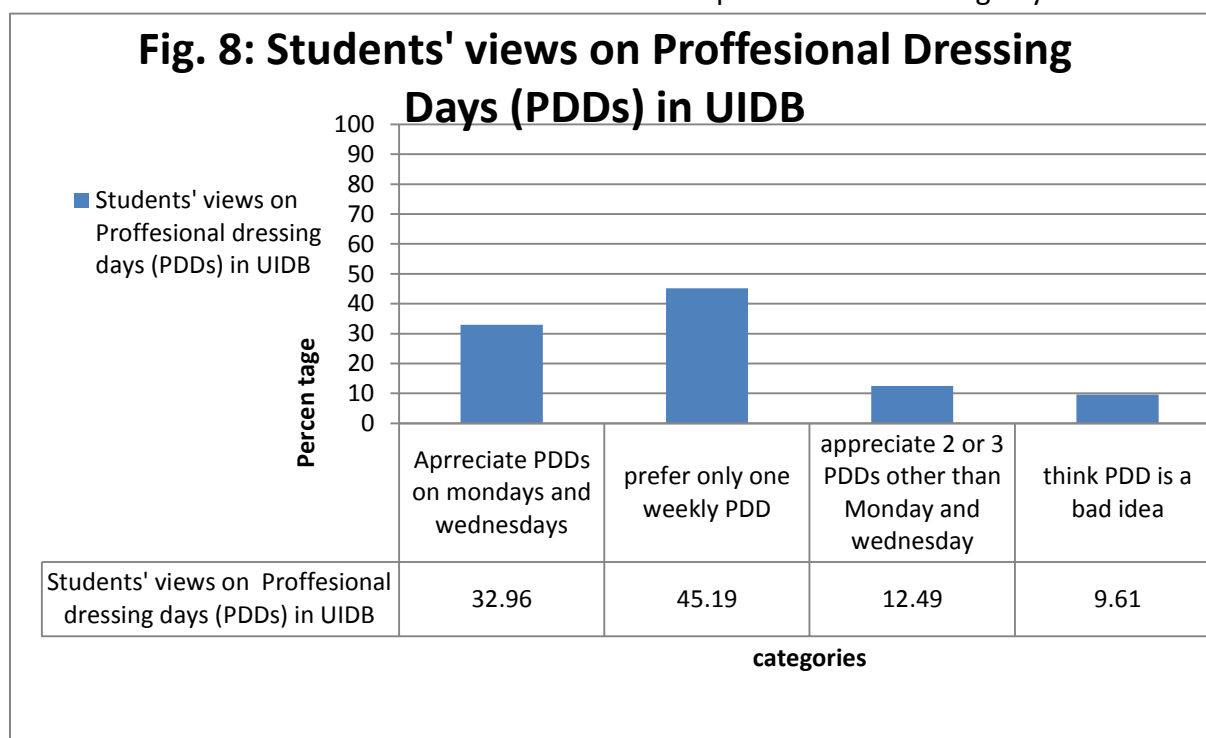
### **III. A. 4. Students' views on UIDB's professional dressing days and the Economy of Communion (EoC)**

2 questions were aimed at checking students' views on aspects of UIDB's culture.

- Question 9 was aimed at checking students' views on the institution of 2 weekly professional dressing days on Mondays and Wednesdays. Wearing of professional dresses specified by the university is mandatory for all students on these days.

Out of 104 respondents, **34 students (32.69%)** believed the institution of 2 weekly professional dressing says on Monday and Wednesday, was a good idea. **11 students (10.57%)** preferred 2 weekly days of professional dressing other than Monday/Wednesday. **2 students (1.92%)** supported the idea of 3 weekly professional days. **47 students (45.19%)** supported the idea of 1 weekly professional dressing day, preferably on Mondays. **10 students (9.61%)** believed the whole notion of professional dressing days was a bad idea.

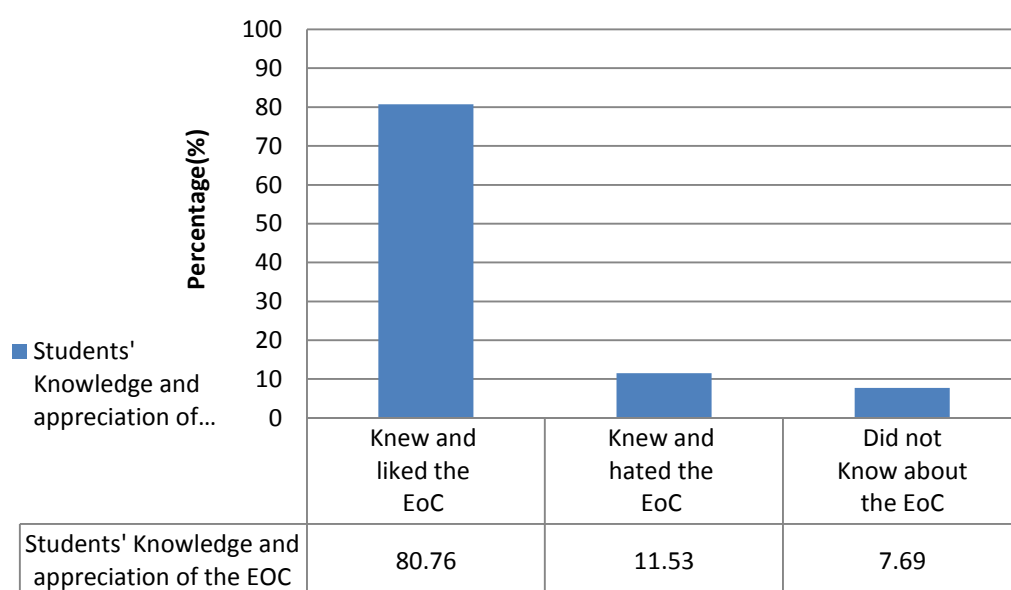
The chart below summarises the views of students on professional dressing days:



- Question 12 was meant to check students' knowledge and appreciation of the Economy of Communion (EoC). Note that the EoC is a philosophy which emphasizes on the person rather than profits and aims at encouraging a culture of sharing. It tries mainly to reconcile the excessively rich businesses with the poor and marginalised in the society. UIDB has officially adopted the EoC into its framework.

**104 students** responded to the question on Knowledge of the EoC. **84 students (80.76%)** said they had knowledge of the EoC and appreciated it. **12 students (11.53%)** had knowledge of the EoC but did not appreciate it. **12 students (17.69%)** had no knowledge of the EoC.

**Fig. 9: Students' Knowledge and appreciation of the EoC**



### **III. A. 5. Students' view on UIDB's problems and possible solutions**

2 open questions were aimed at getting the views of UIDB's students on the problems of UIDB and what they proposed as solutions.

- Question 10 inquired students on what they thought was the greatest problem of UIDB.

103 students responded to this question diversely. The answers are summarised in the table below.

NO.	PROBLEMS / Statistics	DESCRIPTION/DETAILS
1	<b>Poor management</b> <b>35 students (33.98%)</b>	<ul style="list-style-type: none"> <li>- Autocracy and bureaucracy</li> <li>- Low practicality and indecisiveness</li> <li>- No consultation of students</li> <li>- Unplanned decisions</li> <li>- Rapid changes</li> <li>- No consistency in program</li> <li>- Poor management board</li> <li>- False promises</li> <li>- Poor organisation</li> <li>- lack of proactive management</li> </ul>
2	<b>Repressive and adverse culture</b> <b>15 students (14.56%)</b>	<ul style="list-style-type: none"> <li>- treating undergraduates like secondary/boarding school students</li> <li>- So much extra-curricular/leisure activities</li> <li>- Disrespectful personnel /secretaries</li> <li>- Imposed professional wears</li> <li>- No support for sporting activities</li> <li>- Imposition of the EoC hour of truth as disciplinary body</li> </ul>

3	<b>Deficient education 18 students (17.48%)</b>	<ul style="list-style-type: none"> <li>- No admission restrictions/standards</li> <li>- No support for weak students</li> <li>- Unserious lecturers/ lack of lecturers</li> <li>- Excessive photocopying notes</li> <li>- No laboratories for practical and No industrial practice programs</li> <li>- Overcrowded classes</li> </ul>
4	<b>Inadequate facilities 17 students (16.5%)</b>	<ul style="list-style-type: none"> <li>- Shortage of lecture halls / lack of space</li> <li>- Lack of a “great” campus</li> <li>- No adequate transport to Wokaka</li> </ul>
5	<b>Poor communication 9 students (8.74%)</b>	<ul style="list-style-type: none"> <li>- Inadequate communication channels</li> <li>- Lack of bottom-top communication</li> </ul>
6	<b>Lecture-related problems 3 students (2.91%)</b>	<ul style="list-style-type: none"> <li>- So much classes</li> <li>- Late classes</li> </ul>
7	<b>Student-caused problems 4 students (3.88%)</b>	<ul style="list-style-type: none"> <li>- Lack of Proactive students</li> <li>- Lack of students’ understanding of UIDB’s philosophy</li> <li>- Deficient Student Government Association</li> </ul>
8	<b>Financial deficiencies 2 students (1.94%)</b>	<ul style="list-style-type: none"> <li>- So many costs/ expenditures within the university</li> </ul>

**Fig. 10: UIDB’s greatest problems from students’ perspectives**

- The 11<sup>th</sup> question was aimed at presenting students’ solutions to UIDB’s problems.

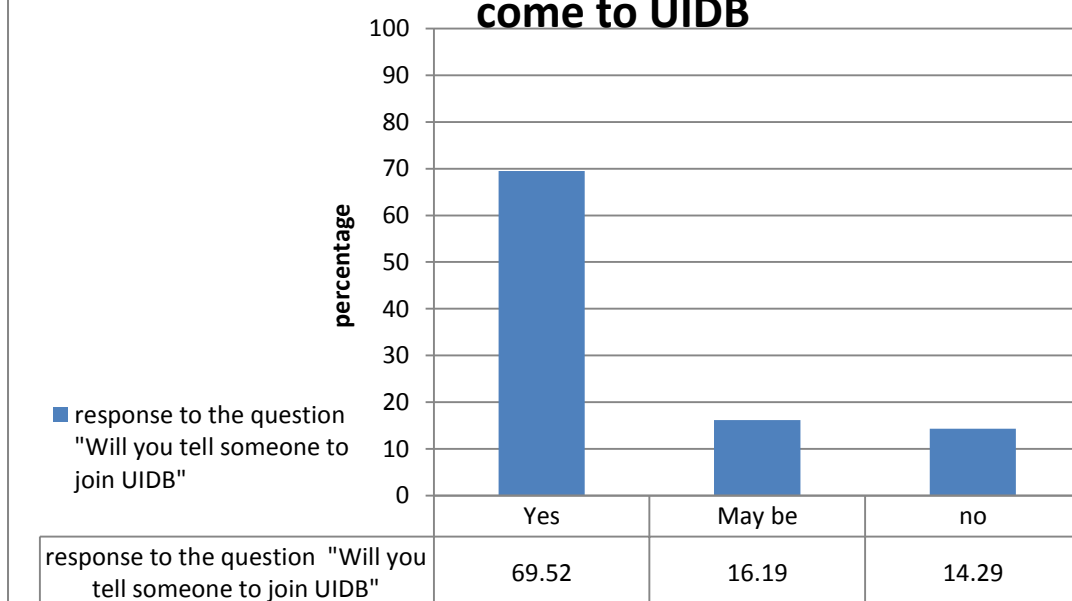
**96** students responded to this question. Globally, **30** students proposed administrative changes, **19** students proposed a change in culture, **14** proposed education changes, **15** proposed improvements in facilities, **7** proposed improvements in communication, **3** proposed improvement in lectures, 6 proposed student-directed changes, and **2** proposed changes in financial issues.

### **III. A. 6. Students’ assessment of UIDB**

2 questions were aimed getting a students’ general evaluation of UIDB

- Question 13 asked students whether they will encourage someone to come to UIDB. On 105 respondents, **73 (69.52%)** said they **will encourage** someone to come to UIDB. **15 (14.29%)** said they **will not encourage** someone to come to UIDB. **17 students (16.19%)** said they **may or may not encourage** someone to come to UIDB. The chart next page portrays this information

**Fig. 11: Students' views on telling someone to come to UIDB**



- Question 14 was aimed at getting students' rating of UIDB on a scale of 1-10. **109** students responded to the question. The average rating was **5.72**. The highest rating was **8** and the lowest was **1**. The most recurrent rating (mode) was **7**, stated 27 times. The table below shows details of ratings:

**Fig. 12: Statistics relative to Students' rating of UIDB**

Students' Rating of UIDB	Frequency ( Rate of Recurrence)
1	2
2	4
3	5
4	12
4.5	3
5	16
5.5	3
6	21
6.5	1
7	27
7.5	2
8	13
<b>Average rating : 5.72 / 10</b> <b>Range of ratings: 7 (1 – 8)</b> <b>Mode: 7</b>	

### **III. B. Findings on UIDB's administration/management**

This part of the research was aimed at getting views on the university's management. The administration here is considered as top management of the university which defines major plans for the whole organisation. The findings were focused on education, management, communication, facilities/infrastructure and contingency plans.

#### **III. B. 1. Educational setting**

According to UIDB's University Guide, UIDB aims at promoting spiritual and moral values in students (UIDB, 2012). The university aims at promoting entrepreneurial spirit in all students.

The principal vision of the university is to become a leading professional and holistic educational centre in the training of professional servant leaders.

Emphases are laid on scientific/technical education to produce high-standard students.

There are 6 main schools:

- The school of Management Sciences, which at being an institution of reference in hands-on business education in Africa.
- The School of engineering which aims at producing proficient engineers in diverse fields.
- The School of information technology which aims at providing first class teaching, research and hands-on in ICT and other areas to students and working professionals.
- The school for Higher National Diploma (HND)
- The School of Catholic studies, EoC and general University Courses (UIDB, 2012).

UIDB-CERI (Centre for Entrepreneurship, Research and Innovation) is UIDB's platform for Research and Innovation.

The educational policies of the university aim at ensuring ideal performance of students (Lyonga et al, 2012). Key points in UIDB's educational policy include:

- Individual guidance of students
- Lecturers strive to be facilitators of holistic education
- Learning through planned activities, laboratory projects, and fieldwork.
- Class attendance is mandatory
- Admission requirements are "vocational competence" and a pass in Ordinary and Advanced levels GCE.
- Extracurricular activities are included into the educational programme

#### **III. B. 2. University management**

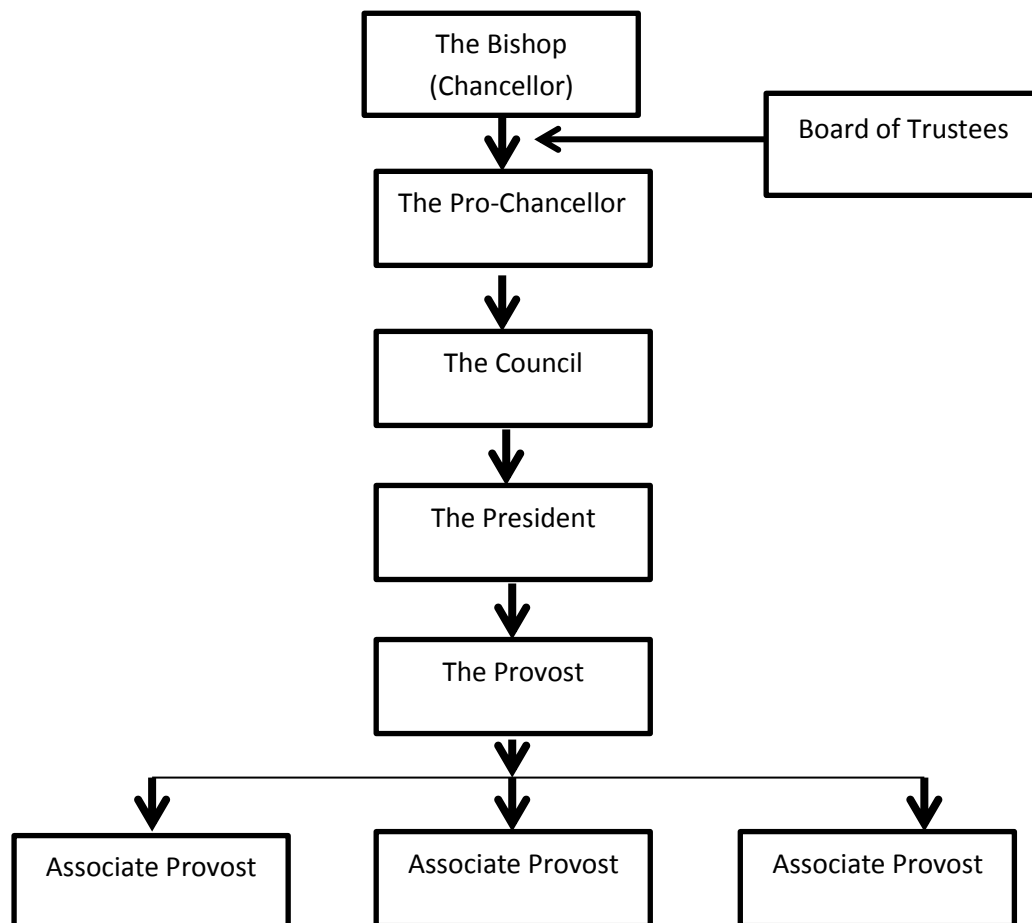
The university is ultimately led by the Bishop of the Diocese of Buea, who is also its proprietor. The Board of trustees is the chief consultative body to the Bishop on university matters. The pro-chancellor acts as a link between the Chancellor and the board of trustees on the one hand, and the university council on the other hand. The Council is the highest executive body in the university, with representatives from major spheres within the university. The President of the university chairs the council and is responsible for the overall



running of the university's academic and business arms. The provost of the university and the associate provosts of various schools are responsible for management of academic issues. (Lyonga et al, 2012; UIDB, 2012; Mbog & Nkangha, 2013)

In the management of activities, there is a notion of quick application of changes within the university (Mbog & Nkangha, 2013)

In general, decisions are taken by the President and Provost. Lower authorities have limited power. As shown below, the organisational chart is relatively tall. The chart below summarises the administration of UIDB:



**Fig. 13: Administrative Organogram of UIDB**

(Adapted from the University Guide (UIDB, 2012))

### **III. B. 3. UIDB's culture**

The main element of UIDB's expressed culture is the **Economy of Communion (EoC)** (UIDB, 2012). The EoC emphasises on the person rather than profits. It aims at establishing a free communion between production and the environment; between markets; among companies; and between business and the marginalised. Its main thrust is to encourage a culture of sharing and reconcile 2 traditional "enemies": **Business**, motor of economic development; and **poverty**; those excluded from development. The EoC is officially integrated into UIDB's framework (UIDB, 2012).

Another element of expressed culture is **professional dressing**. All students are expected to dress professionally on Wednesdays and Mondays. The details of dressing are specified in the various schools of the university (Mbog & Nkangha, 2013)

#### **III. B. 4. Communication in UIDB**

The university encourages openness in internal and external communication among staff and students to promote efficiency in activity. The university is committed to consultation with faculty, staff over the university affairs in a way consistent with effective management. Emphasis is laid on the improvement of customer care for students in particular in the provision of information. Students' views are monitored through surveys, focus groups, liaison groups, opinion boxes and committees. (Lyonga et al, 2012)

Electronic communication is a major pillar of UIDB's communication strategy. Email and web are primary modes of communication for all academic, administrative, clerical and technical staff. Websites are the primary source of information about the school (Lyonga et Al, 2012)

Momo and others (2012) showed that information in UIDB is always given spontaneously. UIDB does not use email / information board to communicate with students (Momo et al, 2012).

#### **III. B. 5. Facilities and infrastructure**

UIDB has 2 principal lecture sites. The first, Molyko Campus has 2 "lecture" blocks with about 8 lecture halls. The "EoC" village in the Molyko Campus has 7 boucaroos which double as lecture halls. The second site, the Wokeka Campus still under construction has about 4 active lecture halls. This gives a crude total of 19 active lecture halls. (Momo et al, 2012; UIDB, 2012)

The school has two buses to ease enable transport from the Molyko to the Wokeka Campus (Mbog & Nkangha, 2013).

#### **III. B. 6. Contingency plans**

The university has procedures for dealing with complaints and offering support to students and faculty who feel they have been treated unfairly in accordance with the code of conduct. Victimisation of persons who channel complaints will be treated very seriously with disciplinary measures. (Lyonga et al, 2012). There are specific procedures for dealing with academic issues like cheating during examinations and absence from examinations.

However, there are no express contingency plans for communication-related problems or failures in facilities.

## IV. ANALYSIS OF FINDINGS: THE PEACE/CONFLICT THEORY OF STUDENT-ADMINISTRATION RELATIONS

The primary aim of this research was to come up with a theory which adequately explained the relation between students and administration in Cameroonian universities.

The analysis of data collected was done in 3 main stages:

- Categorisation of all data into 3 classes: reality, expectation and perception.
- Finding patterns in students' and administrations' data and bringing up general groups
- Comparing realities, expectations and perceptions of students and administration within groups to get similarities- termed "peace"- and differences – termed "conflicts" (**The peace-conflict theory**)

### IV. A. Categorisation of data

Through a careful analysis of data collected, we realised that all facts collected fell in three main categories: reality, perception and expectation.

#### **IV. A. 1. Realities:**

Reality in this context means facts or things which are true or existent. They are facts which are clearly manifested like behaviours, implemented policies, etc.

For students, the realities included: 94.59% of students did not know the 2 arms of UIDB; 86.49% of students knew the interim-president; 78.35% knew their associate provosts; 33.33% of students were always present at UIDB's non-academic activities.

For the administration/management; realities included; the institution of 2 weekly professional dressing days; EoC is the expressed culture of the university; the presence of about 19 active lecture halls in the university; the absence of board communications; and the presence of a tall administrative organogram.

#### **IV. A. 2. Perceptions:**

Perceptions express subjective views on reality. They express how people "see" things based on their experience, reflections and environment.

For students, the main perceptions included: 41.94% of people who **think** the ideal lecturer is one who is intelligent and explanatory; 76% **think** what makes the ideal student is active presence in lectures; 40% **think** UIDB's non-academic activities are beneficial.

#### **IV. A. 3. Expectations:**

Expectations express what is desired in a short or long run. They express how people think activities, processes or settings should be. Hence expectations could be expressed or implied.

For students, the main expectations were: 31% of students wanted a change in administrative procedures and activities; 19.79% of students wanted a change in aspects of culture. "Implied" expectations included the need for fewer professional dressing days.

For the administration, the main expressed expectations included: The vision of becoming a leading professional academic institution; and the establishment of adequate communication within the university. Implied expectations included: having students who know the university and its officials; having students who understand the university's culture; and having students who rate the university well.

#### **IV. B. Grouping data:**

The next stage involved classifying students'/administration's perceptions, realities and expectations into various groups based on some criteria. These groups cut across students and administration data. The main constituent groups were: concern

- **Education constituent group:** Issues on academics, knowledge transmission and lectures.
- **Management constituent group:** Issues on planning, leadership, control and organisation
- **Culture constituent group:** Issues on dressing, group activities, sports and habits.
- **Knowledge constituent group:** Issues on awareness of university facts
- **Facilities constituent group:** Issues on infrastructure, supporting services and transport media.
- **Communication constituent group:** Issues on information transmission.

#### **IV. C. Comparing facts in various groups- The Peace/Conflict theory of Student-Administration relations**

Having categorised and grouped the data collected, we proceeded to compare the realities, expectations and perceptions of students with those of the administration within each constituent group. The comparison showed that there were differences and similarities in the views of students and administration within the same constituent groups. We termed the similarities **"PEACE"** and the differences **"CONFLICTS"**. The recurrence of peace and conflict caused us to promulgate a theory to explain student-administration relations: **The Peace/Conflict theory of student-administration relations**

Briefly, the theory holds that:

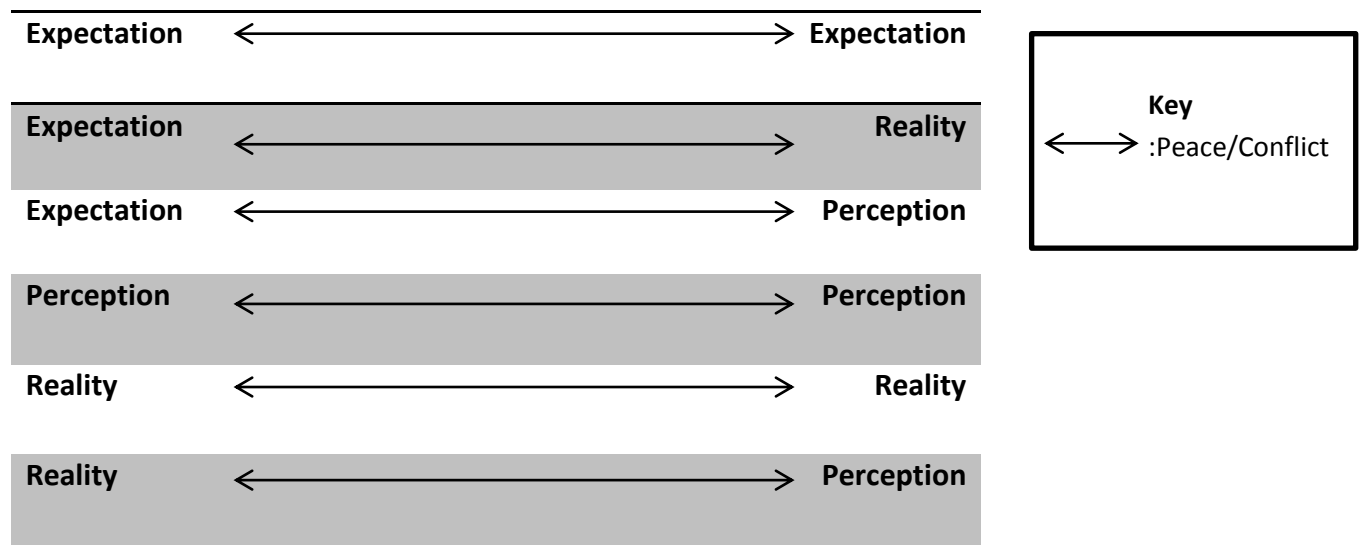
***"The relation between students and administration in universities is marked by two opposing concepts: Peace, which is a situation of accord in students' and the administration's views; and Conflict, which is a situation of discord in students' and the administration's views. Peace generally enhances development and efficiency, while conflict retard development. Hence, a key to university's growth is by enhancing peace and reducing conflicts in student-administration relations.***

In the Peace/conflict theory, Peace entails a situation where the expectations, realities or perceptions of students are in accordance with those of administration within the same constituent group. Hence student-administration peace could be in terms of education, management, facilities or culture. Peace here is considered as a positive situation and is the highest expectation of rational stakeholders of universities.

Conflict on the other hand entails a situation where the expectations, realities or perceptions of students are in discordance or disagreement with those of administration

within the same constituent group. Hence student-administration conflict could be in terms of education, management, facilities or management. Conflict is considered as a negative situation and rational university stakeholders seek to avoid conflicts as much as possible.

Peace or Conflicts could include any of the following combinations of categories:



**Fig 14: Possible Peace/conflict combinations**

#### **IV. D. Student-administration Peace/Conflict in UIDB**

We will show manifestations of the Peace/conflict theory in UIDB based on data collected.

We will proceed with one constituent group after the other illustrating peace/conflict within each constituent group. This list of peace/conflicts is not exclusive but shows up the most significant ones.

##### **IV. D. 1 Educational Peace/Conflict:**

###### **a. Educational Peace:**

- **Peace on the necessity for presence in Lectures**

An implied expectation for the administration of UIDB as a professional university is necessity for active Students' presence in lectures. This is in accordance with the perception of students as 76% of students consulted believe that what makes the ideal student is active presence in lectures. As such there is peace in terms of necessity of presence of lectures.

###### **b. Educational Conflicts:**

- **Conflicts on admission standards**

It is a reality in UIDB that the only requirements for admission into the university are the "vocation" to study and a pass in ordinary and Advanced levels GCE. This is in discordance with the expectation of students that there should be more elaborate admission standards into the university.

- **Conflict on practical education**

It is a clear expectation on the part of UIDB's administration that there is need for practical education especially in aspects of Information technology and engineering. This is in conflict with the perception of students who think there is a lack of practical work, laboratory work and industrial visits in the academic programme.

#### **IV. D. 2. Managerial and administrative peace/conflicts:**

##### **a. Managerial and administrative peace**

- **Peace on Knowledge of administration**

There is an implied expectation on the part of the administration that students should know the university's officials. This is in accordance with the reality of students, as 86.49% of knew UIDB's interim president and 78% knew their associate provost.

##### **b. Managerial and administrative conflict**

- **Conflicts on managerial structure and practices.**

It is a reality that UIDB has a relatively tall organisational structure and a relatively centralised administrative system. This is in conflict with the expectation of 31% of students who require a more decentralized, flexible and participative administration.

- **Conflicts on planning**

It is a reality that there are many changes which are implemented "hastily" by the administration. This in discordance with the expectation of students who believe there should be planned and slow changes within the university.

#### **IV. D. 3. Cultural Peace/conflict**

##### **a. Cultural peace**

- **Peace on the EoC**

It is a reality in UIDB that the EoC is the official culture of the university. This is in accordance with the perception of students as 81% of students surveyed said they knew and appreciated the EoC.

##### **b. Cultural conflicts**

- **Conflicts on extracurricular activities**

It is a reality in UIDB that non-academic activities are integrated into the university's programme. This is in conflict with the perception of about 50% of students who think non-academic activities within the university are boring, poorly managed or unimportant.

- **Conflicts on Professional dressing**

It is a reality in the university that professional dressing must be worn on Mondays and Wednesdays. This is conflict with the perception of 54% of students who are against the idea of 2 weekly professional dressing days.

#### **IV. D. 4. Communication Peace/conflicts**

##### **a. Communication Conflict**

- **Conflicts on Prior Information/communication**

It is a reality that administration of UIDB uses "instant" communication before events does not actively use noticeboard or email communications and does not have clearly defined communication channels. This in discordance with students' expectation of improved communication with students

#### **IV. D. 5. Facilities-related peace/conflicts**

##### **a. Conflicts on facilities**

- **Conflict on infrastructure and facilities**

It is a reality in the UIDB that there is a slow development of infrastructure like the Wokaka campus. This is conflict with the expectation of 16.5% of students for more space and facilities in the university.

#### **IV. D. 6. Lecture-related Peace/conflicts**

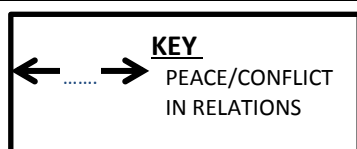
##### **a. Conflicts on lecture-related issues**

- **Conflicts on the length of lectures**

It is a reality in UIDB as professional university that there are intensive lectures for students. This is in conflict with the perception of students who think lectures are excessive in number and occur too late.

The Table next page illustrates Peace/Conflict in UIDB

UIDB'S ADMINISTRATION		UIDB'S STUDENTS
NECESSITY FOR STUDENTS' PRESENCE IN LECTURES <i>(Implied expectation)</i>	← PEACE →	76% OF STUDENTS BELIEVE THE IDEAL STUDENT SHOULD BE ACTIVELY PRESENT IN LECTURES <i>(perception)</i>
NECESSITY FOR STUDENTS' KNOWLEDGE OF THE UNIVERSITY <i>(Implied Expectation)</i>	← PEACE →	ABOUT 80% OF STUDENTS KNOW THE UNIVERSITY'S PRESIDENT AND ASSOCIATE PROVOSTS <i>(reality)</i>
THE EoC IS THE OFFICIAL CULTURE IN THE UNIVERSITY <i>(Reality)</i>	← PEACE →	81% OF STUDENTS KNOW AND APPRECIATE THE EOC <i>(reality)</i>
"LOOSE" REQUIREMENTS FOR ADMISSION (VOCATIONAL AND COMPETENCE GCE PASS) <i>(reality)</i>	← CONFLICT →	DESIRE FOR ELABORATE AND STRICTER ADMISSION STANDARDS FOR THE UNIVERSITY <i>(Expectation)</i>
NECESSITY FOR PRACTICAL EDUCATION <i>(Expectation)</i>	← CONFLICT →	BELIEF THERE IS INADEQUATE PRACTICAL WORK, LABORATORY WORK AND INDUSTRY VISITS <i>(Perception)</i>
TALL AND RELATIVELY CENTRALISED ADMINISTRATIVE STRUCTURE <i>(Reality)</i>	← CONFLICT →	31% OF STUDENTS DESIRE A MORE DECENTRALIZED, FLEXIBLE AND PARTICIPATIVE ADMINISTRATION <i>(Expectation)</i>
QUICK IMPLEMENTATION OF CHANGES <i>(Reality)</i>	← CONFLICT →	NEED FOR SLOW AND PLANNED CHANGES IN THE UNIVERSITY <i>(Expectation)</i>
NON-ACADEMIC ACTIVITES ARE INTERGRATED INTO THE UNIVERISTY's PROGRAMME <i>(Reality)</i>	← CONFLICT →	ABOUT 50% OF STUDENTS HAVE NEGATIVE VIEWS ON NON-ACADEMIC ACTIVITIES <i>(Perception)</i>
ALL STUDENTS MUST DRESS IN PROFESSIONAL WEARS 2 TIMES A WEEK <i>(Reality)</i>	← CONFLICT →	54% OF STUDENTS ARE AGAINST THE IDEA OF 2 WEEKLY PROFESSIONAL DRESSING DAYS <i>(Perception)</i>
"INSTANT" COMMUNICATION OF EVENTS, NO CLEARLY DEFINED COMMUNICATION PATHS <i>(Reality)</i>	← CONFLICT →	NEED FOR IMPROVED COMMUNICATION WITH STUDENTS <i>(Expectation)</i>
SLOW DEVELOPMENT OF INFRASTRUCTURE <i>(Reality)</i>	← CONFLICT →	16.5% OF STUDENTS EXPECT INFRASTRUCTURAL DEVELOPMENT <i>(Expectation)</i>
INTENSIVE/LATE LECTURES <i>(Reality)</i>	← CONFLICT →	DESIRE FOR FEWER LATE LECTURES <i>(Expectation)</i>



**Fig. 15 ILLUSTRATION OF STUDENT-ADMINISTRATION PEACE/CONFLICTS IN UIDB**



#### **IV. E. Effects of Peace/Conflicts on UIDB and its activities**

Every organisation is made up of various people who act for various aims and in various manners. The relation amongst members of the organisation greatly influences its activities, development and possible failure or success. It is therefore logical that the relation between students and administration within a university should have an important bearing on the university's success. We are going to consider the effects of peace on UIDB and later the effects of Conflicts on UIDB

Note that the effects presented here are largely based on logical reasoning rather than empirical or statistical evidence.

##### **IV. E. 1. Effects of Student-administration Peace on UIDB**

###### **a. Effects on culture:**

There is a degree of agreement on the Economy of Communion. The EoC being a philosophy of sharing and understanding, these positive notions could be more easily integrated into the university's life. As such, there 'could' be a greater sense of communion between stakeholders of the university.

###### **b. Effects on education:**

The agreement on the necessity of students' active presence in lectures is greatly advantageous to UIDB. If students understand the importance of lectures, it makes it easier for the university to convince to attend lectures actively. As such, there is a greater 'possibility' to transmit knowledge to students and have a 'better' academic output.

###### **c. Effects on management**

Students' knowledge of the university's administrators could facilitate the implementation of decisions by administrators. As such management of the university could be facilitated to some extent.

##### **IV. E. 2. Effects of Student-administration Conflict on UIDB**

The effects of conflicts on the university are largely interrelated but we will consider 6 effects distinctly.

###### **a. Effects on management**

The conflicts between students' need for participatory leadership and the centralized and tall administration may hinder effective management. If students perceive the administration negatively, it will be difficult for administrators to implement major decisions concerning students. When they think they are excluded from decision making, they may have no motive for supporting the administration's decisions.

If the situation of managerial conflict persists and the administration does not adequately consult students, its decisions may not reflect the true needs and conditions of students. As such, planning, organising and controlling activities within the university may be made more difficult.

###### **b. Effects on the university's culture**

Culture is a complex mix of beliefs, practices and social behaviour within a particular society or nation. When an organisation expresses a desired culture in the form of dressing code or activities, the purpose of the culture must be clear in the minds of members of the organisation. As such, if there is form of ‘resistance’ by people to an expressed culture, its purpose may be distorted.

The conflict on profession dressing days and extracurricular activities clearly express this view. When people have a negative perception of ‘imposed’ dressing codes, they may develop a negative perception on UIDB’s culture. Likewise, if people have a negative perception of non-academic activities, they may not attend. As such UIDB’s desired culture may be distorted and an “undesired” culture may be created.

### **c. Effects on education**

There is a major problem when students of a professional university perceive lectures as extensively intensive and expect more practical/laboratory education. A major implication of this is a fall in educational commitment, since students may not want to be committed to an educational system that is lacking in several domains. As such, if educational conflicts persist the quality of knowledge transmission may fall extensively.

### **d. Effects on student’s general participation**

The persistence of discordance in views with the administration of the university may lead to a self-exclusion from the university. If students feel they are living in an atmosphere of perpetual conflict with administration, they may tend to attend only the most necessary activities within the university and exclude themselves from all “trivial” activities. The absence of students from the university activities would be catastrophic to the university’s life.

### **e. Effects on UIDB’s credibility**

Credibility can be considered as the ability to inspire trust, believe and positivity. Generally, credibility is not a static situation but a flexible notion which flows from a general public’s or a society’s view of an organisation or person. In a university setting, credibility usually flows from educational standards, management, students’ moods and the educational “atmosphere” or culture. The existence of conflicts in education, culture and management of the university may cause the university will lose credibility.

### **f. Effects on students’ future admission**

Generally, universities have as primary aim to transmit knowledge to knowledge seekers. However, knowledge seekers rely on several indicators to choose university: culture; education; university management; student life; and credibility. It is therefore clear that conflicts and negative views in these areas may cause potential students to desist from joining UIDB for education. Hence, conflicts may reduce future admissions to the university and defeat the purpose of which the university was created.

## **V. Recommendations**

In the previous sections, we have presented and analysed data on students and administration in a Cameroonian university. Our main focus however was to come up with innovative solutions that will enhance adequate relations between students and administration and enhance the universities' development.

The recommendations are principally meant to resolve Conflicts in university settings. There are four basic outcomes to any conflict. If we assume a conflict between Students' concepts and Administration's Concepts, four possible outcomes will be: Students' Concepts; Administration's Concepts; Student's+ Administration's Concepts (Compromise); and Impasses (no agreement). All recommendations will explore the first 3 outcomes and seek to avoid impasses.

Likewise, the recommendations are based on the premise that all business operate for one basic purpose, "creating value to satisfy customers profitably" (Momo, 2013). As such, recommendations are primarily meant to enhance positive conditions for the university's customers: its students. This, in turn, will enhance positive conditions for the university as a whole.

### **V. A. Managerial recommendations**

Management techniques and policies largely determine the success or failure of organisations. In situations of conflict, managerial changes should be effected.

The planning of activities should be reviewed. Emphasis should be laid on long-term plans to avoid disruption of students' programmes. Management by Objectives could be integrated into the management framework. Through this method, all employees work and are evaluated based on objectives they set mutually with managers. In this way, it would be easier to integrate objectives that enhance Peace in relations between the administration and students (Gomez-Mejia et al, 2008).

A more participative leadership should be encouraged. A major cause of managerial conflicts is students' exclusion from decision making process. Encouraging students to participate in decision making may enhance peace in student-administration processes. Practical methods could include a setting where-in before major decisions are taken; all students are exhorted to post their views on a specially-designed web page or Facebook page. Likewise, students could be randomly selected from all programmes and levels to participate in important meetings to get students' views on important issues. These methods will encourage the participation of a greater majority of students in decision making and help enhance peace in student-administration relations.

Members of administration should be exposed to seminars and courses on modern management. If top managers are enlightened with new leadership, human resources, psychology and management techniques, the development of the university will be enhanced.

The administration should also avoid committing the fundamental attribution error, by attributing the negative behaviours of students to internal, person characteristics, while ignoring or underestimating the effects of external, situational factors. Managerial emphasis

should be placed on seeking motives for students' behaviours and adapting policies and practices to enhance positive behaviour (Hockenbury and Hockenbury, 1997).

### **V. B. Culture-related recommendations**

Though it is difficult to make people adapt and espouse a new culture, certain actions could aid greatly.

To enhance a students' participation in non-academic activities, make a lively presentation of extra-curricular activities as part of the orientation of incoming students. Inform all new and old students of the considerable amount evidence supporting extracurricular activities: better grade; better physical and mental health; and life skills learning. Use statistics to encourage students to attend extra-curricular activities, for instance, those with some active college live averagely live 4 years longer than those with no college lives. An essential emphasis should be put on the running of student-led activities (Pyburg, 2013; Thomson, 2009).

Administration should avoid using punishment and threats of punishment to make students attend these activities as this method has been proven scientifically ineffective (See Hockenbury and Hockenbury, 1997).

On issues of professional dressing, emphasis should be placed on sensitization and reminders. Students should continuously be sensitized on the short term and long term significance of professional wear to the university. If a majority of people continuously desire only 1 professional dressing day, the university authorities could reconsider their policies on professional wear.

### **V. C. Education-related recommendations**

The university could perform several changes to its educational framework.

Admissions procedures into the university could be reviewed. A Harvard-style admission could be adapted wherein students are not only admitted on basis of a pass in the SAT exam but 2 teachers' evaluations and Secondary and mid-year school reports (The president and Fellows of Harvard University, 2009). Students could be tested on the basis of their comprehension of the university and its educational systems. In this case, admission would be divided into two main phases: the 1<sup>st</sup> phase in which students pay a registration fee and are given a pamphlet containing university information; and a second phase in which they are tested on their knowledge of the university. This could augment the credibility of the university.

University administrators should emphasize on practical education, laboratory work and industrial visitor. Godomsky (1971) reported that laboratory instruction increased students' problem-solving ability in physical chemistry and that the laboratory could be a valuable instructional technique in chemistry if experiments were genuine problems without explicit directions (Blosser, 1990). As such, laboratory-based education is a key to successfully education. The university should therefore seek means to integrate laboratory work and industrial visits to the educational framework. The University could use its 'fame' as a catholic institution to establish links with industrial setups to ease industrial visits for students.

To enhance active students' participation in education, sensitize students on the importance of active education. Do not assume that students are mature/responsible and create a laissez-fair system in education. Instead, motivate students and create slogans that reflect the importance of education, for instance: "Active presence in lectures=Graduation as a Professional Job creator in 20XX" (20XX = year of graduation) (Thomson, 2009).

#### **V. D. Research- and Innovation- related recommendations**

Research and innovation are essential pillars for success in every 21<sup>st</sup> century organisation. Gone are the days when an organisation would produce the same products, with the same methods and continue to fare in business.

The university should institute a procedure for constant research on internal and external issues. Themes like students' satisfaction, new educational techniques, and students' views on policies could be researched upon. Teams of researchers with students and academics could be formed to constantly study the educational environment through systematic surveys, focus groups, etc.

Innovation could be encouraged in the university. Clear policies should be put into place to encourage the contribution of new ideas to improve the university. A scheme may be created to reward innovative ideas from students, lecturers and staff. Rewards could take the form of recognition, awards, scholarships and finance. Organisations who innovate gain a "Public innovation tag", an essential advantage in this digital century (Momo, 2013).

An independent research and innovation committee could be formed to deal with research and innovation within the university. The SERC could serve as a conceptual substrate for this committee.

#### **V. E. Student-oriented recommendations**

It is difficult for students to act in a joint initiative for a change plan. The student government could however aid in the change process. The student government should act as a relay between the administration and the students and should integrate student-oriented policies into its framework. Plans should be designed by the student government to assist the administration in enhancing peace in student-administration relations. This will require a careful structuring and organisation on the part of the students' government.

#### **V. F. Communication-related recommendations**

Communication is the glue that holds organisations together. Communication is not one-sided. You can blanket the organization with information, but if that information isn't understood, or isn't understood in the way you meant it, you might as well not have bothered. Communication is essential since: It creates a climate of openness within the organization; it makes problem-solving easier; and it keeps everyone informed of what's going on in the organization. Generally, information is one of the key players in the African economic and social environment according to 2013 previsions (Momo, 2013; Rabinowitz, 2013).

To foster internal communication, the first and most important step is to establish a climate of openness that encourages the free flow of communication and information in all directions. This means that the university's culture has to embrace internal communication,

and that individuals -- particularly key individuals, who might be the associate provosts and other administrators, or who might simply be the people that others respect and listen to -- have to feel comfortable with, and model communicating regularly and clearly with, anyone and everyone else in the organization. The university should clearly define what information needs to be transmitted and by whom. (Rabinowitz, 2013)

Likewise, hiring and admissions could be essential in promoting open communication. New students and staff should be informed on the university's culture of open communication. Emphasis could be laid on recruiting and admitting people who are open, relaxed and discursive. This may go a long way to promote internal communication. (Rabinowitz, 2013)

A university newsletter -- either printed or e-mailed -- can be a way of getting large amounts of information to students so they don't feel left out, and at the same time give them the choice of how much of that information they want to digest. That and any other communication (bulletins, memos, etc.) should embody in their style and the method of their distribution the same principles of openness and general respect as the rest of the university's functioning.

Emphasis should be put on controlling communication in the university. See how long it takes to actually run a piece of information through the university and whether it can be done accurately. In other words, play a game of "organizational Telephone" by putting some information into the network (in this case, the network of all staff members and students) and see how long it takes to get to everyone, and what it looks like when it gets there. If it is fast and reasonably accurate, then the communication system is ideal. If it's sluggish and distorted, you still have some work to do. (Rabinowitz, 2013)

An independent communications committee should be created to manage communications in the university. It should constitute a mix of students, staff and administrators who contribute ideas to improve communication within the university. The committee will define communication paths, provide innovative communication methods and control the effectiveness of communications. It would work through a series of objectives and its members will be trained on modern communication methods.

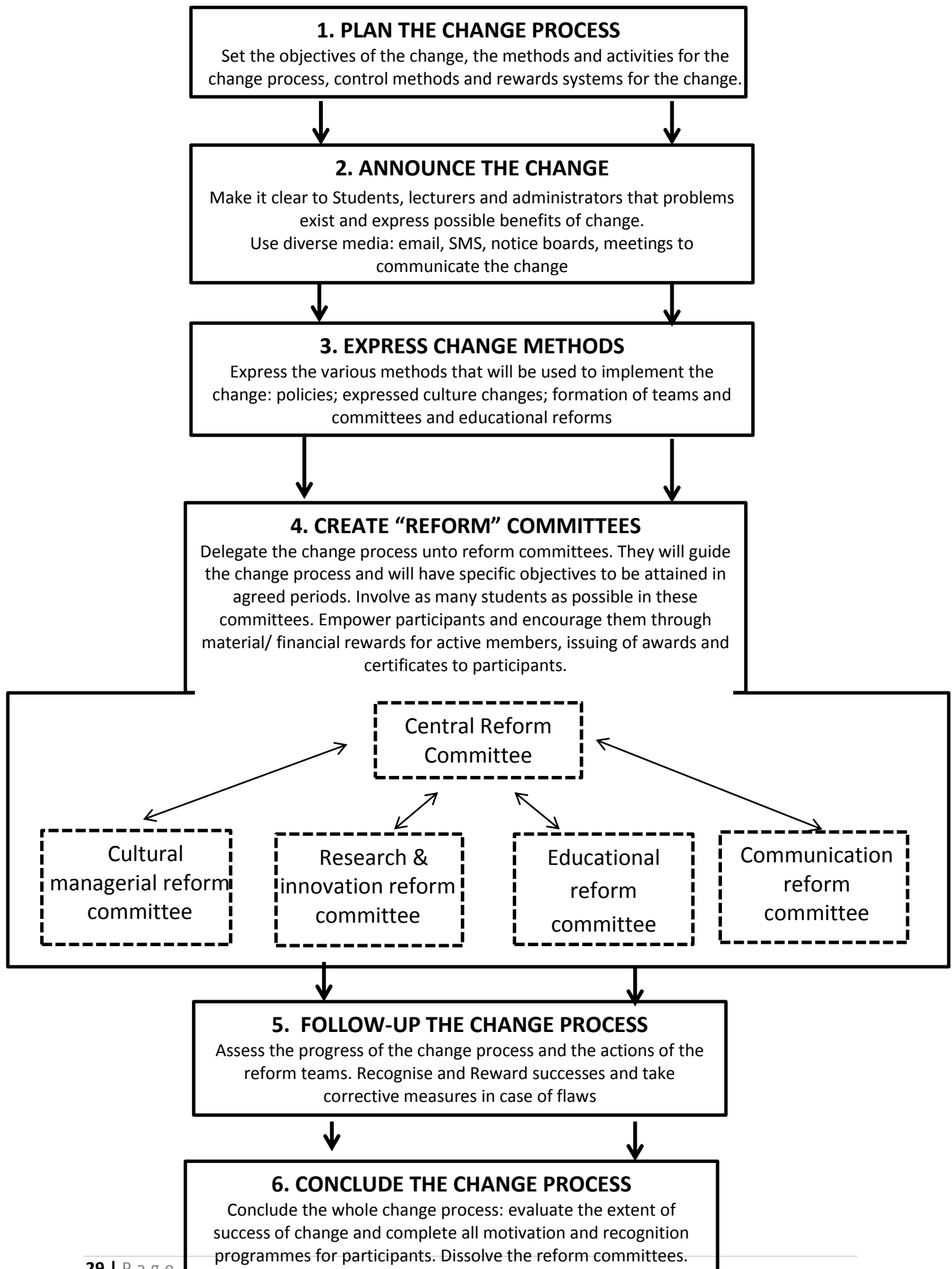
Provide for an Anonymous Report Channel - ARC through which students, lecturers and staff will be able to pass on their ideas, worries or comments to the administration. This could involve an internet page, a special telephone line or any other modern means.

Through these means and many others, lecturers, students and administrators of the university will have adequate information to carry out activities that are beneficial to the university (Momo et al; 2012)

### **V. G. The Change scheme**

As a mark of our emphasis on practicality, we came up with an illustration of a 6 –point Change scheme that could be used to implement the above suggestions.

**Fig. 16: 6-POINT CHANGE SCHEME FOR UIDB**



## CONCLUSION

We have presented facts on UIDB's administration and students. Generally, students believe UIDB is a "better" learning centre that could get to its best in terms of management, culture and education. The administration of UIDB though relatively centralised and, at the limit, authoritative, plans to achieve great fame and credibility for the university.

The peace/conflict theory of student-administration relations proposes an explanation to student-administration relations. Student-administration peace portrays accordance in Students and administration's views and enhances growth in the university. Student-administration conflict portrays discordance in students' and administration's views and retards the university's progress. Student-administration Peace and conflicts have, respectively, positive and negative effects on UIDB's management, culture, education and credibility.

We have proposed innovative methods to enhance peace in student-administration peace. Reforms in education, communication, management and research have been proposed to enhance development of the university. If applied with consideration of environmental factors, the proposed suggestions will enhance peace in the university's functioning. The 6 point change scheme can greatly aid in producing a positive change in its activities.

"...the sole function of education [is] to open the way to thinking and knowing, and the school, as the outstanding organ for the people's education, must serve that end exclusively." This statement of Albert Einstein, 20<sup>th</sup> century Physicist, defines very succinctly the essence of education. We believe that UIDB aims to train Students to be professionals who will change the African society. It is in line with this though that the BISIG-SERC led this study to provide suggestions that will create a positive change in the university. We are confident on its quality and believe information presented in this work could be life-changing for Cameroonian universities and societies in general



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# Appendix 1

## **BISIG QUESTIONNAIRE ON UIDB STUDENTS' VIEWS**

This questionnaire is meant to present the **true thoughts of students** on UIDB and **creating a positive change** in the university and its activities. Students are exhorted to **respond sincerely** to questionnaires in order to contribute to a change that will affect them personally. All information revealed in this questionnaire will be strictly confidential and will **NOT** be used against respondents at any time or in any manner.

1. What is your program (BSc. /HND), school, level? .....
2. What are the 2 arms of UIDB? i) ..... and ..... ii) Don't know
3. Who is the interim president of UIDB? i)..... ii) Don't know
4. Who is your associate provost? i) ..... ii) Don't know
5. What makes the ideal lecturer? i) intelligent and explanatory ii) funny and lively iii) Gives clear and comprehensive notes iv) Professional in his domain
6. What makes the ideal student? i) Active presence in lectures ii) Good CA & exam performance
7. How frequently are you present at UIDB's non-academic activities? i) Always present ii)averagely present iii) rarely present
8. Give a reason for your answer to question 7.  
.....  
.....  
.....
9. How do you perceive UIDB's professional dressing days? (Tick **A.** For good idea, tick the number of days you recommend in **B.** or tick **C.** for bad idea). **A.** It's a good idea as it is presently **B.** It's a good idea, but I recommend: i) Mondays ii) Tuesdays iii) Wednesdays iv) Thursdays v) Fridays **C.** It's a bad idea
10. What do you think is the greatest problem of UIDB?  
.....  
.....  
.....
11. What is your suggestion to solve this problem?  
.....  
.....  
.....
12. What is your thinking on the EoC philosophy? i) don't know about the EoC ii) I know about the EoC and appreciate it iii) I know about the EoC but I don't appreciate it.
13. Would you advice/encourage someone to come to UIDB?  
.....
14. How will you rate UIDB on a scale of 1 to 10? .....

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### **About the BISIG**

*The Business Innovative Studies and Initiative Group (BISIG) is the first business consultancy and research group in UIDB. It is constituted of SMS students who work with academic experts to fulfil its philosophy – expressing the power of knowledge. Its mission is "To enhance a socioeconomic change through innovative knowledge." **Contact the BISIG for professional advice on business projects and firms for very moderate costs.***

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